

now using the unrevised alphabet. It allows correspondents to use what pronunciation they prefer in each tongue, which makes its pages material for study by every one having interest in (even one, as English, or more) modern languages. In English its orthoepy is too colloquial to our notion, yet gives fair average orthoepy for our tongue, with close *e* and *o* considered diphthongs (*ei*, *ou*). The best way to get it is to become a member of the "Fonetic Teachers' Association," of which the headquarters are at 6 Rue Labor-dere, Neuilli-Sur-Seine, France. Ordinary members pay two francs a year and get a copy monthly free. Active members pay five francs (\$1) and get three copies.

So says the *Herald of Spelling by Sound*, Toronto, and so say we.

A BAD SPELL.—A clerk wrote out a cheque for \$40, spelling it "f-o-u-r-t-y." His employer directed his attention to his error, remarking, "you seem to have a bad *spell* this morning." The clerk replied, "Sure enough, I've left out *gh*."—*Toronto Herald*.

No, it is not. There is, consequently, a steadily increasing number of educated people who reject alien spelling in program, epigram, coquet, filosofy, etc., and spell them as they ought to be spelled.—*Chicago Tribune*.

To the Teachers of District No. 10.

Our Nature Lesson work for summer will be Botany. Helps: "How Plants Grow," EDUCATIONAL REVIEW, and hints in Cumberland and Truro papers.

May.—Plant seeds in boxes, as Beans, Corn, etc. Give simple lessons on leaves and flowers while seeds are germinating. Examine seeds at various stages of growth. When up, show differences between the two great classes, as illustrated by Beans and Corn. See REVIEW for March and April, and "How Plants Grow." Chap. I., Sec. 2 and 119-131.

June.—Complete lessons on Leaves, Stems and Flowers. Begin about the 20th to talk about classification from Grade V. up, using the simpler plants of the season. Alternately with these have simpler talks with small pupils, as going more carefully over May work, or object lessons designed to get children to trace differences in leaves, flowers, stems, etc. Sec. 143-148, 191-197, and Chap. IV.

July.—Dandelion, and other flowers of Sunflower F. examined. Chap. IV. For Dandelion see page 164.

August.—Review, with continued lessons in classification, and study of the season's flowers. Chap. IV. and key with larger ones.

September.—As in August. Smaller pupils bring in leaves of our various trees, point out differences and make collections in scrap book, printing names underneath. Larger ones might make collection of the woods. All study cones of fir, pine, etc.

October.—Fruits and Seed, uses of plants. Chap. II., Sec. 4 and Chap. III.

Three lessons a week all summer; remaining days choose your own nature lessons. Length of lesson, about ten minutes. Wishing you all success.

Sincerely yours,

E. J. LAY.

Amherst, N. S.

EDUCATIONAL OPINION.

Two distinct lines of study not directly professional, deserve to be emphasized in a normal school curriculum. These are Natural Science and Literature. It would be quite out of place to enlarge on this view here, but independent of their practical utility, these studies have a special disciplinary value for the normal school student. They seem to be counterparts of each other,—things and thoughts, nature and man, truth and inspiration.—*Principal Calkin, N. S.*

I DESIRE to bear testimony to the value of the EDUCATIONAL REVIEW among our teachers. A large number of them, however, have not subscribed for it as yet. This neglect on their part is their mistake. It is also, in one sense an injustice to those whose enterprise has placed this comparatively new journal in the front rank of teachers' helps.—*Inspector Oakes, N. B., now Principal Horton Academy.*

ANNUAL should supercede the present semi-annual engagements between teachers and trustees. It is most desirable that the same school should be officially visited twice in the year—the first visit to be made early in the session and the second later on, to note evidences of progress and to see if the suggestions made during the previous visit have been adopted. To give completeness to the system the semi-annual reports of accredited visitors should be invested with more importance than they now receive. Suggestions of an advisory character are not so apt to be acted upon unless it is understood that non-compliance may be visited with the penalty of withholding, in whole or in part, appropriations from the Provincial and County Treasuries.—*Inspector Gunn, N. S.*

In estimating the quality of the work done it is somewhat difficult to note minutely the ratio of progress from term to term. So much depends upon the teacher, and good teachers, who are capable of working up the intellectual life of dull and sluggish